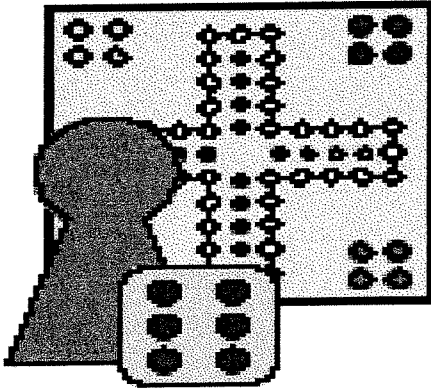


Orton-Gillingham Games



| | | | |
|----|-----|----|----|
| a | d | ee | v |
| f | ai | oi | j |
| or | g | ou | ea |
| er | igh | ar | ow |

by

Ron Yoshimoto

GAMES

Games are excellent ways for reinforcing skills taught in language arts. Additionally, in keeping with the multisensory nature of our methodologies, one tries to add procedures that are the same as those that are required in visual, auditory, or kinesthetic drills. It is not surprising that students do not mind following these same repetitive procedures in a game format. Hence, reinforcement of skills as well as procedures for drillwork can be accomplished in games or conversely, games can be adapted to enhance skills in a multisensory manner that is consistent with Orton-Gillingham or Slingerland.

Games do not replace your procedures/drillwork. It is an adjunct format and NOT the primary learning method. I generally have games once a week for about 30 minutes. Occasionally, I will have it twice a week but the key word is OCCASIONALLY. Some teachers like to have a “set” day and time to have games. I prefer a more irregular schedule so that students do not always expect to be playing games on one day.

Caution: You must assess if the procedures or format of the games foster overcompetitiveness. You are the best judge of your students and for some games, the students may not be ready until they are counseled regarding teamwork, willingness to make mistakes, etc.

Ron Yoshimoto

GO FISH

Materials: Blank Index Cards

Procedure: The game is played very much like the card game, *Go Fish*. Five cards are dealt to each player and the goal is to find *matching sets* by asking a player if he has this or that card, and if not, he is to “go fish” (pick up a card from the deck). Basically, the following can serve as *matchings*:

1. Multiple spellings of sounds.
2. Prefixes, roots and their meanings: when the students are first learning prefixes and roots, I would have a list of prefixes/roots and their meanings for visual reference.
3. Making extendable words from the prefixes and roots. For example, a student may have “struct,” they may ask for the prefixes, “in,” “con,” etc, so they can form a word. I would also have initially a list of prefixes/roots with their meanings for visual reference.

Go Fish (Affixes & Roots)

Each player is dealt 5 cards. They are to ask another player for the matching card (e.g., the prefix is on one card and the meaning is on another). If the player does not have it, the player who asked for it, picks up a card from the deck. If there is a match, he puts the pair away and goes again. The game continues and if the deck runs out, the players continue until all matching cards are found.

The following list of prefixes, suffixes and roots may be helpful to all players:

| Prefixes | Roots | Suffixes |
|---------------------|--------------------|------------------------------|
| con: with, together | ject: to throw | able: can do, able |
| dis: not | mit/miss | ed: past tense |
| ex: out of | port: to carry | er: comparing, doer |
| in: in, into, not | sturct: to build | est: most |
| mis: wrong | vent/vene: to come | ful: having, full of |
| pre: before | | ing: doing |
| re: back, again | | less: without |
| sub: under | | ly: how |
| trans: across | | ness: state of |
| | | tion: action, state of being |

ROLL OUT THE WORDS

Materials: Three to four blank dice, paper, pencil and a dictionary. On the blank dice, the teacher will write as many of the phonograms as possible or those which he/she would like to have students practice. Differential number values are also written on the faces of the dice.

Procedure:

1. Each player takes a dice and rolls it. The person with the highest number begins the game. The person on his right will be next.
2. The first player rolls all of the dice. He then attempts to form words. The object is to make a word such that you have the greatest number of points when added together. The player pronounces the word and if not challenged, he will write the word as he sounds, reads the word and adds the number of points. He can get a bonus point if he follows all of the steps described above. The player on his right may challenge and checks the dictionary. If he is right, then he gets five points.
3. The game continues with the next player.
4. The winner of the game is the one with the highest score.

Modifications: This game can also involve prefixes, roots and suffixes. Note: My experience has shown that some students enjoy helping their fellow players and relish finding “harder” words.

DICE GAME

| Words | Total Points |
|-------|--------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |
| 11. | |
| 12. | |
| 13. | |
| 14. | |
| 15. | |
| 16. | |
| 17. | |
| 18. | |
| 19. | |
| 20. | |

“Phono 21”

This game is similar to “Twenty-one Questions” and presents an opportunity for students to integrate Orton-Gillingham and critical thinking skills. The teacher writes on the board the sounds that have already been studied in class. The following is an example:

| | | | |
|---|---------------------------------|----------------------------------|-----------------------------------|
| Consonants (b, c, d, etc.) | short vowels (a, e, i, o, u) | sh, th, ch, wh | letter combinations (-ng, -nk) |
| Vowel digraphs (ai, ay, ee, oi, oy, ea, ou, ow) | | r-controlled (er, ar, or, ir) | |

The teacher tells the children that she is thinking of a sound. She calls on a student (or one of the teams) who then asks a question such as, “Is the sound a vowel digraph?” *or* “Is the sound voiced or unvoiced?” The teacher answers “yes” or “no”. If the answer is “no”, another student is called to ask a question and makes a guess. The game proceeds until a child guesses correctly.

Before or after the game, the teacher asks students to describe strategies they would utilize or which proved to be effective in this game.

BUILDING WORDS

The code below assigns a point value to letters or digraphs. Try to get the highest number of points by forming as many words as possible.

| Points | Letters/digraphs |
|--------|--|
| 1 | a, e, i, o, u |
| 2 | t, n, b, r, s, ar, er |
| 5 | c, d, g, h, m, f, p, v, w, y, ee, oa, oi, ai, ay, oy |
| 10 | j, k, q, -ck, -tch, -dge, ou, oo, ow, igh |
| 15 | x, z, -ture |

[illegible]

CONCENTRATION

Materials: Sets of Cards

For Latin – make one card with a root or affix and make a corresponding card with its meaning.

For Sounds – make cards with the same sounds but different spellings. (e.g., ea, ee/ ai, ay)

Object: To match cards with the same sounds or to match roots/affixes to their meanings.

Directions: Turn the cards face down and spread out on a flat surface. Student “A” begins by turning up two cards. If they match, he puts them in his stack and goes again. If they do not match, he turns them face down and student “B” goes. Whoever has the most cards at the end of the game wins.

Hint: Have the students make up 10 cards each with answers (10 roots, affixes and 10 meanings to the roots/affixes or 10 sound pairs or 5 of each). Then divide the class into pairs. You can then rotate the students and card sets. (If you have 12 students, you can have 12 sets of cards; by mixing and matching card sets students can play several games without repeating the same identical cards.

You can have the students make the cards on colored paper so they know if they’ve played with the “blue set,” the “pink set,” etc.

JEOPARDY

Pick 4-6 categories (roots, prefixes, suffixes, word histories, four letter words, five letter words, numbers, etc).

Make up five questions for each category, range in difficulty (10 point questions the easiest -
→ 50 point most difficult).

Using the chalkboard or the pocket chart, draw a jeopardy board. Label categories horizontally and point values vertically in columns.

| Prefix | Suffix | Root | Word History | Hodge Podge |
|--------|--------|------|--------------|-------------|
| 10 | 10 | 10 | 10 | 10 |
| 20 | 20 | 20 | 20 | 20 |
| 30 | 30 | 30 | 30 | 30 |
| 40 | 40 | 40 | 40 | 40 |
| 50 | 50 | 50 | 50 | 50 |

You may make up your own jeopardy chart with questions in place of point values or you can write questions on index cards and place in pocket chart. (Question on one side, point value on the other side.)

Divide into 2-4 teams. Each team has a "buzzer" (bell, game, etc.). One player chooses category and point value. You read the question. They answer. If correct they receive the points and choose another question. If incorrect, the other team may "buzz in" and answer. If correct they choose a question. If no team answers the question, you rotate to the next team. It's a good idea to have a team leader. The teams discuss the answer but the "judge" only accepts answers from the leader. If anyone else answers you may deduct points from them. You may subtract points for wrong answers (as in real jeopardy). This is optional. I also have a final jeopardy question and the teams wager as many points as they wish. The team with the most points is the winner. (Toward the end of the year the students can make up the questions for the jeopardy board.)

VARIATIONS OF JEOPARDY

Materials: Pocket chart and cards with questions on one side and dollar amounts on the other.

Variations: I have used categories such as the following to provide reinforcement of previous learnings:

1. **Sounds:** I will say the sound and the team member will say the letter name(s) or I will say the sound and they will give multiple spellings.
2. **Learned Words:** I will say word and they will spell. It is surprising how well they can spell the learned words in this format.
3. **Syllables/Syllabication:** Some questions deal with the types of syllables. Others require that they divide the words into syllables and pronounce the word. These are usually written on the board by the emcee.

Rules/Generalizations: The students are asked about the rules for adding suffixes, or when "c" says /s/, or about the "f," "s," "l" rule, or when do you use "ck" for the /k/ sound.

TIC TAC TOE

1. Every student has a sheet of paper and a pencil.
2. Tic Tac Toe is drawn on the board.
3. A player for team "X" or "O" come up to the board and spells the word or phonogram on the board that the teacher gives.
4. At the same time the remaining students from both teams write down the phonogram or word onto their papers. They compare their answer with the answer given by the student at the board. If not correct, the teacher will elicit the correct reponse.
5. If the answer was correct the student draws an X or O on the board, depending on what team they are on.
6. The game continues with a player from the next team approaching the board, etc. The first team to get tic-tac-toe ends the game.

Please stress that in all of these games there is no "winning" or "losing" team – as long as everyone participated and tried his best.

TIC TAC TOE VARIATION

1. Students divide up into pairs and select "X" or "O".
2. Give attached sheet.
3. Students take turns decoding words – if they are correct, they then place "X" or "O" on the square.
4. The winner is the player that has four horizontally, vertically or diagonally.

Teacher makes other phonogram "Tic-Tac-Toe" game boards. Additionally, the game can reinforce syllabication skills by using two-syllable words to decode (e.g., rabbit words).

TIC TAC TOE: "ou"

| | | |
|--------------|--------------|--------------|
| out | loud | pout |
| sour | cloud | flour |
| spout | shout | proud |

Player: _____ ☐

Player: _____ ☐

| | | |
|--------------|--------------|--------------|
| trout | scout | snout |
| scour | bound | round |
| mound | gout | clout |

Player: _____ ☐

Player: _____ ☐

| | | |
|---------------|---------------|--------------|
| rout | hound | ouch |
| crouch | slouch | south |
| vouch | bound | couch |

Player: _____ ☐

Player: _____ ☐

| | | |
|---------------|---------------|--------------|
| house | ground | pouch |
| shroud | sprout | sound |
| blouse | mouse | count |

Player: _____ ☐

Player: _____ ☐

| | | | |
|-----------------|------------------|---------------|----------------|
| board | oak | hoax | roar |
| moan | coarse | inroad | foal |
| railroad | soar | gloat | coast |
| broach | billboard | cloak | toaster |

“oa” Tic Tac Toe

Students work in pairs. Each selects either “O” or “X”. The first player chooses a word. He underlines the “oa” and then pronounces the word. If correct, he can place his letter. The winner is the student who has four of his letters in a row – diagonally, horizontally or vertically. Note that the boards vary by difficulty of words.

| | | | |
|-------------|-------------|-------------|-------------|
| goat | coal | moat | loan |
| loaf | road | soap | oar |
| toad | moan | boat | load |
| goal | foam | coat | roam |

“oa” Tic Tac Toe

| | | | |
|---------------|--------------|---------------|--------------|
| coast | gloat | bloat | boast |
| roach | roast | croak | poach |
| throat | cloak | broach | toast |
| groan | float | oath | coax |

AROUND THE WORLD

Materials: Phonogram Deck or root/affix cards

Procedures: A student is selected to begin the game. He stands behind a student either to his left or right. The teacher shows the phonogram card and whoever says the sound first is the winner. He then proceeds to challenge the next student (standing behind him). If he loses, he sits in the winner's seat – the winner then challenges the next student. The winner of the game is the student who returns to his original seat.

Modifications: The teacher can use affixes/root cards whereby the students give the meaning or derivatives.

Note: There will be a lot more noise in the classroom with this game.

LANGUAGE ARTS Pictionary

Materials: Cards with learned words or roots and/or their derivatives, etc.

Procedure: The class is divided into two teams. The students of a team can choose a person or two to do the drawing as some may not feel comfortable drawing OR they may all take turns drawing.

A team member selects a card and illustrates the word on the board in one minute. Within this time frame, his/her team must guess it. If they guess correctly, then the team gets one point. If they can name its part of speech (noun, adjective, adverb), they get a bonus point. If they cannot get the word, then the other team gets a chance to guess the word, tell its part of speech and spell it.

Modifications: Students can divide a word into syllables or divide between prefix/root/suffix to earn bonus points.

Words selected should be easy to illustrate and have a strong visual or concrete reference initially; e.g., construct, convention, contract.

BINGO

Bingo is a great game for reinforcing the following concepts:

1. Phonograms (in auditory drill format)
2. Syllabication
3. Morphemes (teacher says meaning and students find the root/prefix/suffix or writes the morphemes on the bingo sheet they construct).

Formats:

1. Teacher gives the attached blank bingo sheet. Teacher says sounds, students repeat and write as they sound. Students play the game after all of the squares are filled in.
2. Teacher may give sounds or words to spell for the gameboard.
3. Teacher may give two-syllable words or morphemes for the gameboard.

Teacher may give pre-made gameboards (see attached).

| | | | | |
|--|--|-----------------------|--|--|
| | | | | |
| | | | | |
| | | FREE SPACE | | |
| | | | | |
| | | | | |

| | | | |
|-------------|-------------|-------------|-------------|
| cube | cone | name | hate |
| lime | wide | rope | lake |
| bone | bike | home | nine |
| wade | cute | tire | cake |

Vowel-Consonant-e Bingo

| | | | |
|--|--|--|---|
| a number (NINE) | a part of a car (TIRE) | a fruit; a color (LIME) | dislike (HATE) |
| a body of water (LAKE) | an ice (CUBE) | a birthday _____ dessert (CAKE) | what we call you by (NAME) |
| a part of a skeleton (BONE) | a two-wheeled thing you ride (BIKE) | a cord; something you tie with (ROPE) | not narrow (WIDE) |
| ice cream (CONE) | pretty; attractive (CUTE) | place where you live (HOME) | walk through water (WADE) |

BUILDING WORDS: PHONOGRAMS (LOWER LEVEL)

Directions: The code below assigns a point value to letters and digraphs. Try to get the highest number of points by forming as many words as possible.

Points

1

2

5

10

Letters/Digraphs

a, e, i, o u

c, k, t, n, b, s, m, p, g, d, f, ar, or

h, v, w, y, ee, oa, oi, ai, ay,

j, qu, -ck, -tch, -dge, igh, oy

Words

Points

Words

Points

TOTAL POINTS: _____

BUILDING WORDS: PHONOGRAMS (HIGHER LEVEL)

Directions: The code below assigns a point value to letters and digraphs. Try to get the highest number of points by forming as many words as possible.

Points

1

2

5

10

Letters/Digraphs

a, e, i, o u, b, s, t, n, m, c, k, ar, or

d, g, h, p, v, w, y, ee, oa, oi, ai, ay, ea

igh, j, -ck, -tch, -dge, igh, oy, oo, ou

j, x, z, ow, aw, au, kn, ew, ue

Words

Points

Words

Points

TOTAL POINTS: _____

The code below assigns a point value to letters or digraphs. Try to get the highest number of points by forming as many words as possible.

| <u>Points</u> | <u>Letters/Digraphs</u> |
|---------------|--|
| 1 | a, e, i, o, u |
| 2 | b, c, d, f, g, h, k, l, m, n, p, r, s, t, ar, er, or, sh, ch |
| 5 | j, v, ee, oa, oi, ai, ay, oy, ea, th |
| 10 | w, x, y, z, -ck, -tch, -dge, ou, oo, ow, ie, igh, wh |

[illegible]

Letter Frequency - Higher Level

Directions: Count the number of each letter in the statement below and record it in the boxes.

“You are truly a wonderful, magnificent,
and hardworking student in school.”

| | |
|---|--|
| a | |
| b | |
| c | |
| d | |
| e | |
| f | |
| g | |
| h | |
| i | |

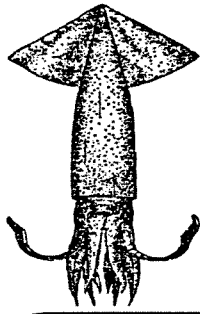
| | |
|----|--|
| j | |
| k | |
| l | |
| m | |
| n | |
| o | |
| p | |
| qu | |
| r | |

| | |
|---|--|
| s | |
| t | |
| u | |
| v | |
| w | |
| x | |
| y | |
| z | |
| | |

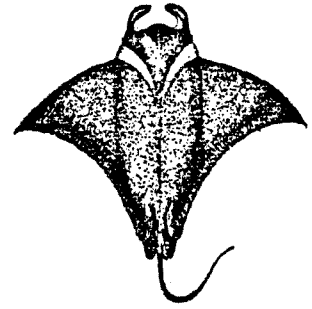
How many consonants? _____ How many vowels? _____

What is the percentage of vowels? _____

What is the percentage of consonants? _____



Marine Fractions



Use the first $\frac{2}{5}$ sounds of s t a m p

Use the last $\frac{1}{3}$ sounds of s p ar

Use the first $\frac{2}{4}$ sounds of f i s t

Use the first $\frac{1}{3}$ sounds of sh i p

Animal = _____

Use the last $\frac{1}{2}$ sounds of b oy

Use the first $\frac{2}{5}$ sounds of s t r u ck

Use the last $\frac{1}{5}$ sounds of r oa s t er

Animal = _____

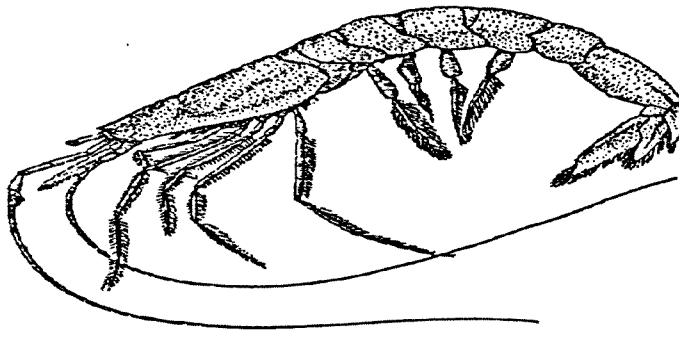
Use the first $\frac{2}{5}$ sounds of s t r ee t

Use the last $\frac{1}{4}$ sounds of s t r ing

Use the first $\frac{1}{4}$ sounds of r a m p

Use the last $\frac{1}{4}$ sounds of s t r ay

Animal = _____



Marine Fractions

Use the first $\frac{1}{5}$ sounds of s t r ai n

Use the last $\frac{1}{2}$ sounds of p ea

Use the last $\frac{1}{3}$ sounds of b l ur

Use the last $\frac{1}{5}$ sounds of t r e n ch

Use the first $\frac{1}{3}$ sounds of i m p

Use the last $\frac{1}{4}$ sounds of g r oi n

Animal = _____

Counting Letters/Sounds

Directions: **Count the number of letters in each word and record**
 Count the number of sounds in each word and record
 Why is there a difference?

f, l, s, z vowel-consonant-e (v-c-e) consonant digraphs/trigraphs ("ch," "ck," "tch" etc.)

| | | | |
|--------|-----------------------|----------------------|--------------------------------|
| | | | |
| shake | <u> 5 </u> letters | <u> 3 </u> sounds | consonant digraph/v-c-e |
| brass | <u> </u> letters | <u> </u> sounds | |
| champ | <u> </u> letters | <u> </u> sounds | |
| thatch | <u> </u> letters | <u> </u> sounds | |
| broke | <u> </u> letters | <u> </u> sounds | |
| clutch | <u> </u> letters | <u> </u> sounds | |
| stiff | <u> </u> letters | <u> </u> sounds | |
| chase | <u> </u> letters | <u> </u> sounds | |
| bridge | <u> </u> letters | <u> </u> sounds | |

Counting Letters/Sounds

Directions: **Count the number of letters in each word and record**
 Count the number of sounds in each word and record
 Why is there a difference?

f, l, s, z vowel-consonant-e (v-c-e) consonant digraphs/trigraphs ("ch," "ck," "tch" etc.)
vowel digraphs ("ee," "ai," "ay," etc.)

| | | | |
|-------|-----------------------|----------------------|--------------------------------|
| | | | |
| white | <u> 5 </u> letters | <u> 3 </u> sounds | consonant digraph/v-c-e |
| cheek | <u> </u> letters | <u> </u> sounds | |
| shut | <u> </u> letters | <u> </u> sounds | |
| train | <u> </u> letters | <u> </u> sounds | |
| cloak | <u> </u> letters | <u> </u> sounds | |
| point | <u> </u> letters | <u> </u> sounds | |
| clay | <u> </u> letters | <u> </u> sounds | |
| smell | <u> </u> letters | <u> </u> sounds | |
| wedge | <u> </u> letters | <u> </u> sounds | |

Counting Letters/Sounds

Directions: **Count the number of letters in each word and record**
 Count the number of sounds in each word and record
 Why is there a difference?

f, l, s, z vowel-consonant-e (v-c-e) consonant digraphs/trigraphs ("ch," "ck," "tch" etc.)
vowel digraphs ("ee," "ai," "ay," etc.)

| | | | |
|--------|-----------------------|----------------------|--------------------------------|
| | | | |
| theme | <u> 5 </u> letters | <u> 3 </u> sounds | consonant digraph/v-c-e |
| grudge | <u> </u> letters | <u> </u> sounds | |
| whale | <u> </u> letters | <u> </u> sounds | |
| shout | <u> </u> letters | <u> </u> sounds | |
| bleach | <u> </u> letters | <u> </u> sounds | |
| dress | <u> </u> letters | <u> </u> sounds | |
| stray | <u> </u> letters | <u> </u> sounds | |
| tooth | <u> </u> letters | <u> </u> sounds | |
| shroud | <u> </u> letters | <u> </u> sounds | |

Counting Letters/Sounds

Directions: **Count the number of letters in each word and record**
 Count the number of sounds in each word and record
 Why is there a difference?

f, l, s, z vowel-consonant-e (v-c-e) consonant digraphs/trigraphs ("ch," "ck," "tch" etc.)
vowel digraphs ("ee," "ai," "ay," etc.)

| | | | |
|---------|-----------------------|----------------------|--------------------------------|
| | | | |
| chime | <u> 5 </u> letters | <u> 3 </u> sounds | consonant digraph/v-c-e |
| screech | <u> </u> letters | <u> </u> sounds | |
| steam | <u> </u> letters | <u> </u> sounds | |
| shook | <u> </u> letters | <u> </u> sounds | |
| chess | <u> </u> letters | <u> </u> sounds | |
| leash | <u> </u> letters | <u> </u> sounds | |
| groom | <u> </u> letters | <u> </u> sounds | |
| slate | <u> </u> letters | <u> </u> sounds | |
| clutch | <u> </u> letters | <u> </u> sounds | |

Letter Frequency - Lower Level

Directions: Count the number of each letter in the statement below and record it in the boxes.

“You are truly a wonderful, magnificent,
and hardworking student in school.”

| | |
|---|--|
| a | |
| b | |
| c | |
| d | |
| e | |
| f | |
| g | |
| h | |
| i | |



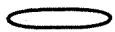
| | |
|----|--|
| j | |
| k | |
| l | |
| m | |
| n | |
| o | |
| p | |
| qu | |
| r | |

| | |
|---|--|
| s | |
| t | |
| u | |
| v | |
| w | |
| x | |
| y | |
| z | |
| | |

How many consonants? _____ How many vowels? _____




What is the most frequent letter in the statement? _____



Marine Spelling Graph





| | | | | | |
|---|--|--|---|---|---|
| 5 | U | V | W | X | Y |
| 4 | P | Q | R | S | T |
| 3 | K | L | M | N | O |
| 2 | F | G | H | I | J |
| 1 | A | B | C | D | E |
| |  |  |  | ? | + |



Plot each symbol pair to spell a learned word:

1. (4 - ?) (4 - ○) (2 - ?) (1 - ?) = _____

2. (1 - ) (4 - ) (1 - ) (1 - ○) = _____

3. (4 - ) (1 - +) (1 - +) (2 - ) = _____

4. (4 - ?) (2 - ) (1 - ) (4 - ) (3 - ) = _____

5. (4 - ?) (1 - +) (1 - ) (5 - ) (1 - +) (1 - +) (1 - ?) =

6. (5 - ) (1 - ) (3 - ?) (1 - ) = _____

Syllabifractions

(equivalent fractions)

Syllabifractions

- Game:** This is a concentration game whereby the study of equivalent fractions is integrated with syllabication.
- Materials:** Sheets of words already divided into syllables with fractions on the back of each word. Xerox these sheets on card stock (two-sided), cut and laminate.
- Procedures:** Place the cards in random fashion on a pocket chart. Student selects a word and read it. If he decodes it correctly, the teacher turns it over to display a fraction. He then selects another word, reads it and the card is turned over to reveal another fraction. The goal is to match equivalent fractions. The student or team with the most pairs, wins the game.

tor na do

tur bu lent

ad vo cate

de cen cy

$$\frac{1}{7}$$

$$\frac{2}{14}$$

$$\frac{3}{5}$$

$$\frac{6}{10}$$

por cu pine

ab so lute

pan to mine

ob so lete

$$\frac{1}{5}$$

$$\frac{2}{10}$$

$$\frac{1}{6}$$

$$\frac{2}{12}$$

dip lo mat

po ten cy

in su lin

cal cu late

$$\frac{2}{3}$$

$$\frac{4}{6}$$

$$\frac{2}{5}$$

$$\frac{4}{10}$$

pen du lum

daf fo dil

vol ca no

am pu tate

$$\frac{1}{4}$$

$$\frac{2}{8}$$

$$\frac{1}{3}$$

$$\frac{2}{6}$$

in su late

com pe tent

ad he sive

com po nent

$$\frac{1}{2}$$

$$\frac{2}{4}$$

$$\frac{3}{4}$$

$$\frac{6}{8}$$

Syllabication/Percents/ Decimals/Fractions

Syllabication/Percents/Fractions/Decimal

- Game:** This is a concentration game whereby the study of percents, decimals, and fractions are integrated with syllabication.
- Materials:** Sheets of words already divided into syllables with fractions/percents or decimals on the back of each word.
Xerox these sheets on card stock (two-sided), cut and laminate.
- Procedures:** Place the cards in random fashion on a pocket chart. Student selects a word and read it. If he decodes it correctly, the teacher turns it over to display either a percent, decimal, or fraction. The goal of the game is to match a percent with its equivalent fraction or decimal or to match a fraction with its percent or decimal equivalent. The student or team with the most pairs wins the game.

cham pi on

ob vi ous

o be di ent

me an der

.9

$$\frac{17}{100}$$

90 %

.17

mu se um

e ven tu al

mo sa ic

pe o ny

$$\frac{1}{4}$$

$$\frac{1}{5}$$

25 %

20 %

cli ent

pe des tri an

nau se a

nu cle us

$$\frac{1}{3}$$

$$\frac{2}{5}$$

.333

40 %

pi o neer

zo di ac

pre am ble

o a sis

$$\frac{1}{2}$$

$$\frac{3}{4}$$

50%

.75

cru el

flu id

hid e ous

sta di um

$$\frac{1}{8}$$

$$\frac{7}{10}$$

$$12\frac{1}{2} \%$$

$$.7$$